

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: Becoming a College Scholar – a First-Year Seminar Subject Area/Course Number: ACS-010

New Course ☐ OR Existing Course ☒

Instructor(s)/Author(s): Rosa L. Armendariz

Subject Area/Course No.: ACS-010

Units: 3

Course Name/Title: Becoming a College Scholar – a First-Year Seminar

Discipline(s): Administration of Justice, Art, Biology, Business, Chemistry, Computer Science, Communication Studies, Counseling, Early Childhood Education, Economics, Education, Engineering, English, English as a Second Language, Ethnic Studies, History, Humanities, Interdisciplinary Studies, Physics, Library Sciences, Management, Mathematics, Philosophy, Political Science, Psychology, Social Science, Sociology

Pre-Requisite(s): none

Co-Requisite(s): none

Advisories: Eligibility for ENGL-090

Catalog Description

Becoming a College Scholar – a First-Year Seminar introduces first-year students into intellectual life, prepares them for rigorous university-level work, develops multidisciplinary thinking skills, and supports them in developing a strong sense of academic purpose and identity. The course explores topics such as motivation and attitudes, values, goal setting, decision-making processes, critical and creative thinking, personal health, interpersonal communication, study group collaboration, behavioral expectations and etiquette, personality and learning theories, cultural and economic diversity, information and technology competence, as well as techniques for maximizing the ability to succeed as a lifelong learner. Students will develop thinking strategies that can be used for lifelong problem solving in academic, social, and personal life. There is an emphasis on the development of academic writing, inquiry, and collaboration.

Schedule Description

ACS-10 will support you in developing a strong academic identity and purpose and in planning for your time as a student at LMC and for transferring to a four-year university. ACS-10 is a class *about* college classes, an opportunity to study what it means to be effective college students in order to take better responsibility for our own successes. We will focus on developing individual academic identities and skills as “active” college scholars, studying effective and practical strategies in the classroom while also reflecting on how and why we learn the way we do. We will study (and apply!) fundamental life skills like organizational strategies and effective time management, while also investigating a wide variety of note-taking methods, reading strategies, writing skills, and collaborative learning techniques.

Hours/Mode of Instruction: Lecture 54 Lab 0 Composition _____ Activity _____ Total Hours 54
(Total for course)

Credit <input checked="" type="checkbox"/> Credit Degree Applicable (DA) <input type="checkbox"/> Credit Non-Degree (NDA) (If Non-Credit desired, contact Dean.)	Grading <input type="checkbox"/> Pass/No Pass (P/NP) <input checked="" type="checkbox"/> Letter (LR) <input type="checkbox"/> Student Choice (SC)	Repeatability	<input checked="" type="checkbox"/> 0
			<input type="checkbox"/> 1
			<input type="checkbox"/> 2
			<input type="checkbox"/> 3

Last date of Assessment: the course has not been assessed yet Cohort #: 3

Please apply for: LMC General Education Requirement(s): None
(Please list the proposed area(s) this course meets, or indicate “none”)

Transfer to: ☒ CSU ☒ UC ☐ IGETC Area _____ ☒ CSU GE Area E ☐ C-ID Number _____

Course is Baccalaureate Level: ☒ Yes ☐ No

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Signatures:

Department Chair	_____	Date	_____
Librarian	_____	Date	_____
Dean/Sr. Dean	_____	Date	_____
Curriculum Committee Chair	_____	Date	_____
President/Designee	_____	Date	_____
CCCCD Approval Date (Board or Chancellor's Office)	_____	Date	_____

For Curriculum Committee Use only:

STAND ALONE COURSE: YES NO

FOR OFFICE OF INSTRUCTION ONLY. DO NOT WRITE IN THE SECTION BELOW.

Begin in Semester	_____	Catalog year 20	____/20____	Class Max:	_____
Dept. Code/Name:	_____	T.O.P.s Code:	_____	Crossover course 1/ 2:	_____
ESL Class:	Yes / No	DSPS Class:	Yes / No	Coop Work Exp:	Yes / No
Class Code	<input type="checkbox"/> A Liberal Arts & Sciences	SAM Code	<input type="checkbox"/> A Apprenticeship	Remediation Level	<input type="checkbox"/> B Basic

Skills

☐ B Developmental Preparatory ☐ B Advanced Occupational ☐ NBS Not Basic

Skills

<input type="checkbox"/> C Adult/Secondary Basic Education	<input type="checkbox"/> C Clearly Occupational
<input type="checkbox"/> D Personal Development/Survival	<input type="checkbox"/> D Possibly Occupational
<input type="checkbox"/> E For Substantially Handicapped	<input type="checkbox"/> E* Non-Occupational
<input type="checkbox"/> F Parenting/Family Support	<input type="checkbox"/> F Transfer, Non-Occupational
<input type="checkbox"/> G Community/Civic Development	<input type="checkbox"/> *Additional criteria needed
<input type="checkbox"/> H General and Cultural	<input type="checkbox"/> 1 One level below transfer
<input type="checkbox"/> I Career/Technical Education	<input type="checkbox"/> 2 Two levels below transfer
<input type="checkbox"/> J Workforce Preparation Enhanced	<input type="checkbox"/> 3 Three levels below transfer
<input type="checkbox"/> K Other non-credit enhanced	
<input type="checkbox"/> Not eligible for enhanced	

Course approved by Curriculum Committee as Baccalaureate Level: Yes / No

LMC GE or Competency Requirement Approved by the Curriculum Committee: _____

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research how innovations in academic disciplines are producing exciting new career possibilities that will define the economy over the next few decades, investigate appropriate transfer schools, how these schools can best prepare you for future work opportunities, and how best to network in order to share information with friends, colleagues, and family members. Such an activity would be planned with the Transfer and Career Centers to complement Transfer Day/College Night activities and/or a university tour to strengthen students relationship to campus resources and to campus staff/advocates.

- **Study Group Project:** Students will be asked to form a study group for one of their finals, putting into practice the strategies they have learned over the course of the semester. Students can self-identify the group members based on their interest or need to study for a particular course. Each group will be required to submit a project proposal, measurable goals, roles and responsibilities, and a rubric to measure success.
- **Personal Statement/Vision Statement:** The personal statement serves as an opportunity for the student to further explore their own experience, strengths, unique characteristics, and interests to prepare a working product for college applications, scholarship essays or other avenues to showcase their story in a transfer application. By this point in the semester, the class has discussed the dynamics and controversies of diversity in higher education, particularly in California. Students can further analyze how they fit into this puzzle and capitalize on what they bring to the table. The assignment asks students to explore questions about their own experience and clarify their goals in pursuing a higher education: What elements of your autobiography make you most different from the status quo, and how can this difference ultimately make you a better student and a stronger person? How might obstacles, roadblocks, or differences (which might seem like liabilities on the surface) make you stronger, wiser, or tougher in the classroom? Additionally, in this final product, the student will demonstrate their ability to apply college-level thinking and writing skills, including format (MLA/APA).

Portfolio:

- **Reflection Journals and Sample Work** - Throughout the semester, students watch videos, read articles, try new learning strategies, and engage in group discussions to challenge their understanding of what it takes to be a college student and their own motivation to achieve their goals. Through careful listening, reflection, discussion, and analysis of these materials, students respond to reflection prompts on a regular basis to develop their own self-reflective abilities and to practice writing. These will be reviewed at two points in the semester – middle and end.

In-class Work/Participation: Students will participate in activities and discussion linked to course readings, projects, and personal experience with the strategies and habits explored.

Goal Group: Students are placed in groups of 3-4 at the beginning of the semester. The student uses lessons from the Academic Autobiography as a starting point. Through Goal Group, the student establishes personal, leadership, and academic goals for the long term, midterm and short term. The student then makes agreements with Goal Group teammates to meet explicitly stated and well-defined goals within one-two week timeframes. Students continuously assess, critique, refine and create new agreements to move them forward toward the accomplishment of their long-term goals. Teammates offer kudos and critiques to help each other move forward. After each meeting, students re-assess, reflect, and revise in writing their practice in order to further improve their chances of success.

CSLO 2: Demonstrate an understanding of and apply effective learning skills, academic behaviors, study and research practices, and coping strategies to support active learning and participation.

Projects: Through each of the projects (i.e. Academic Autobiography, Major/Career Exploration, Study Group Project, Personal Statement/Vision Statement), students will identify learning skills, behaviors, practices and strategies to address their set goals for improving as a student and for reaching their semester-length and long-term goals. An example could be through the study group project, where students will have to put into practice the strategies for studying for specific subjects and for collaborating with others.

Portfolio:

- **Reflection Journals and Sample Work** - In the Portfolio, students will collect documentary evidence of growth in their application of effective learning practices. These practices (note-taking strategies, higher order inquiry skills based on Costa's and Bloom's Taxonomy, summary techniques, time and energy management, goal groups, etc.) are tools to help students recreate their academic identities. The Portfolio forces students to reflect on strengths and weaknesses periodically (twice per semester). In such writings students are asked to reflect candidly on their practices as students. Students are asked to reflect on questions like, "How well does your Educational Plan match your

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Institutional Student Learning Outcomes

☐ **General Education SLOs (Recommended by GE Committee)**

At the completion of the LMC general education program, a student will

1. read critically and communicate effectively as a writer and speaker about effective collaborative leadership to bring about community improvement
2. understand connections among disciplines and apply interdisciplinary approaches to ethical and equitable problem solving.
3. think critically and creatively about attitude, motivation, behavior and their impact on their own academic performance and academic identity.
4. consider the ethical implications inherent in knowledge, decision-making and action.
5. possess a worldview informed by diverse social, multicultural and global perspectives.

☒ **None of the Above**

Program-Level Student Learning Outcomes (PSLOs): NA

Course-Level Student Learning Outcomes (CSLOs):

At the end of the course students will be able to:

Academic Identity

1. Think critically and creatively about attitude, motivation, behavior and the impact of these on their academic performance and academic identity.

Academic Behaviors

2. Demonstrate an understanding of and apply effective learning skills, academic behaviors, study and research practices, and coping strategies to support active learning and participation in college.

Community Building - Campus and Resource Engagement

3. Build working relationships (with peers, faculty/staff, counselor, mentors, campus advocates) that support students' academic success.
4. Engage with the campus community through physical and technological resources.

Assessments:

	Projects (Individual & Group)	Portfolio	In-class Work/ Participation	Inventories	Goal Groups
CSLO 1	X	X	X		X
CSLO 2	X	X	X	X	X
CSLO 3	X				X
CSLO 4	X		X		

CSLO 1: Think critically and creatively about attitude, motivation, behavior and the impact of these on their academic performance and academic identity.

Projects: Students will be asked to complete 3-4 individual or group projects. Projects may include:

- **Academic Autobiography** - Students are given a prompt that forces them to reflect on their academic history and its role on their academic and life potential. Students recall and analyze their educational story, personal history, experiences and messages that they have received along the way that have shaped who they are today as a student. Students then reframe these messages and develop more ambitious academic and life goals and use these to define for themselves their own academic identity and vision.
- **Major/Career Exploration Project** – Students are asked to investigate their fields of interest and how different academic disciplines can better prepare students for the realities of the contemporary work force. Students would